



Oxhill Nursery School – 2 Year Old’s – Medium Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Transition & Progress	-Welcome back and hello to new starter -Settling in routines -Learning to be independent. -2 ½ year old checks	-Progress meetings -Preparing move from Ladybirds/Caterpillars to new classroom -2 ½ year old checks	-Welcome Spring starters -Settling in routines -Learning to be independent. -2 ½ year old checks	-Progress update meetings -Preparing move from Ladybirds/Caterpillars to new classroom -2 ½ year old checks	-Welcome Summer starters -Settling in routines -Learning to be independent -2 ½ year old checks	-Preparing move from Ladybirds/Caterpillars to new classroom -Progress update meetings -2 ½ year old checks
Possible themes, interests, lines of enquiry. We endeavour to follow children’s interests	-Autumn colours / treasures -Emotion monsters	-Bonfire night -Firework safety -Christmas crafts	-Winter/Spring -Arctic/Antarctic animals	-Sowing flower seeds to attract bees and butterflies -Planting / gardening -Farm Animals	-Summer -Mini Beasts -Jungle Animals -Healthy Eating	-Summer holidays -Seaside -Friendships
Changing seasons	Harvesting Autumn vegetables from the allotment e.g. potatoes and pumpkins, squashes	Autumn walk – taking notice of the leaves changing colour	Winter -Snow & icy puddles (melting and freezing) -sledding and making snow sculptures	Looking out for signs of spring Planting vegetables and flowers in our allotment New life- on the Farm	Noticing summer flowers and exploring mini beasts Sun safety – sunscreen	How does our garden grow? Blooming good fun with Stanley Town Council What can we eat and cook with what we have grown so far?
Special Festivals and events	Harvest Halloween Colour run	Bonfire night Christmas -Christian festival celebrating the birth of Jesus	- Valentine’s Day Who do we love – family, friends, pets? Mother’s day -sing along	Easter -spring, and new beginnings	Family visit to Saltwell Park -Oral Health (National Smile Month)	- Family Garden Day stay and play -National smile month - Fathers in the forest

<p>Key Books to enhance topics or seasonal events</p>	<p>Maisy goes to nursery Dear Zoo Variety of that nots my Variety of rhyming books ... Car, car truck jeep, go, go pirate boat, big yellow digger, terrific trains Out whole of year</p>	<p>Christmas mice Stick man Fancy dress Christmas Spots first Christmas Hoot owl Oliver wood Dear SANTA</p>	<p>Snow friends Peek a boo polar bear Guess how much I love you</p>	<p>Where going on an egg hunt Golden egg The hungry caterpillar</p>	<p>Walking through the jungle Animal boogie Doing the animal bop Animal pants</p>	<p>Brush, brush, brush What the ladybird heard Whoosh around mulberry bush</p>
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<p>PSED</p> <p>Children in Term 1 will learn...</p> <p>Children in Term 2 will learn...</p> <p>Children in Term 3 will learn...</p>	<p>As part of daily routine supported by skilled practitioners: We develop: Independence skills; attempting to put on own clothing, wellies and coats. To learn how to use the toilet with help/ toilet training in collaboration with parents when child is ready. Encourage separating from parents in a positive way. For children to express a range of emotions. To encourage developing friendships. Children should also be beginning to be effortful in controlling themselves in sharing and turn taking. Gain a simple understanding of boundaries and routine within our nursery/classroom.</p>		
<p>Physical Development</p> <p>Children in Term 1 will learn...</p> <p>Children in Term 2 will learn...</p> <p>Children in Term 3 will learn...</p>	<p>As part of daily routine and continuous provision: We develop: Children’s independence with age appropriate resources, use large and small motor, develop manipulation and control, desire to become independent and do things independently and to explore different materials and tools. Gross motor movements outdoors: Climbing equipment; bikes & scooters, digging; nature play, ball skills, Gross motor indoors: Wake up shake up, sticky kids, dance and movement, painting on easel, lycra/parachute games, scarves, climbing, swinging and messy play, yoga, Fine motor: threading activities; tweezers; malleable materials e.g. playdough; finger gym, actions to songs and rhymes, eating with cutlery, Opportunities for mark making in a wide range of ways. i.e. clipboards outdoors, chinks for paving stones, a range of pencils, crayons, chalks and pens to choose from. Selection of coloured paper, themed paper, envelopes, drawing programmes on large screen Healthy lifestyles: Encouraging healthy choices with food/snack; oral health, independence – dressing/hygiene</p>		
	<ul style="list-style-type: none"> -Separate from carer -Establish class and school routines -Routines – Visual timetable -Areas in the classroom -Daily self-registration -Exploring new activities -Developing a range of strategies to self-regulate and understand big emotions 	<ul style="list-style-type: none"> - Developing friendships -Learning to share and take turns -Independence within the classroom -Beginning to understand the difference between right and wrong -Learning vocabulary to describe and understand how they are feeling 	<ul style="list-style-type: none"> - Selecting and sharing resources - Are able to put simple clothing on - Most children will show some awareness of their personal hygiene needs - Most children will say if they are feeling happy or sad and know what that means
	<ul style="list-style-type: none"> -Handling and using one handed tools -Using a collection of mark making tools -Using large equipment -Exploring a range of large scale sensory play such as making marks with fingers in shallow trays of sand or cornflour 	<ul style="list-style-type: none"> - Chunky crayons tools to mm - Beginning to make you aware of toileting needs - Developing independence – unlidded cups - Likes to help dress - Beginning to become aware things around them 	<ul style="list-style-type: none"> - Maybe applying tripod grip - Developing control to mm - Washing hands independently - Awareness of toileting needs - Spatially aware - Beginning to use scissors

<p>Communication & Language</p> <p>Children in Term 1 will learn...</p> <p>Children in Term 2 will learn...</p> <p>Children in Term 3 will learn...</p>	<p>As part of daily routine and continuous provision:</p> <p>We develop:</p> <p>-Listening to simple stories understanding what is happening with use of pictures; Understand simple questions; Develop a wider range of language and Vocabulary; Singing simple rhymes and songs; Understand and act on a larger sentence; Develop understanding of question with two-part instruction</p> <p>This encouraged daily: Morning meeting Hello song, encourage children express feelings, days of week song, weather song, modelling of counting of the children. Singing songs and nursery rhymes with actions, developing vocabulary through stories and books.</p>		
<p>-Listening to simple nursery rhymes and beginning to join in with some words and actions</p> <p>-Listening to stories</p> <p>-sharing books with adults and talking about the pictures</p> <p>-Using non-fiction books to learn about objects and interests</p> <p>- learning new words to understand and describe feelings and emotions</p>	<p>- Joining in with nursery rhymes and actions and may recite part of one or two familiar rhymes from memory</p> <p>-May have a favourite book and enjoy sharing this book with a familiar adult.</p> <p>-Learning about the different parts of a book, front cover, blurb, title, spine.</p> <p>- Understand and act on a larger sentence</p> <p>-building up a range of new vocabulary through quality adult interactions</p>	<p>- Joining in with nursery rhymes and actions and may request their favourite recite one or two familiar rhymes from memory</p> <p>- Develop understanding of question with two-part instruction</p> <p>- May begin to give meaning to marks made</p>	
<p>Traditional Nursery Rhymes we will learn term by term</p>	<p>Studies have shown that if a child can recall eight nursery rhymes by the time they start school, they are more likely to be better readers and spellers by the time they are 8 years old. Nursery rhymes help to develop other areas of the curriculum such as; vocabulary, story sequencing, numeracy skills, listening skills, physical development and knowledge and understanding of the world.</p> <p>It is for this reason, at Oxhill Nursery School we make learning and reciting nursery rhymes an important part of our daily routine. We will learn the words and accompanying actions to 4 nursery rhymes each term.</p> <p style="text-align: right;">SEE PROGRESSIVE NURSERY RHYMES SCHEME</p>		